

# **1996-97 Louisiana Progress Profiles**

## *District Composite Report*

### **Acadia Parish**

Published March 1998

Prepared by the  
Louisiana Department of Education  
Office of Management and Finance  
Division of Planning, Analysis, and Information Resources

This public document is published at a total cost of \$15,259; 2,898 copies of this public document were published in the first printing at a cost of \$15,259. The total cost of all printings of this document, including reprints, is \$15,259. This document was published by the Louisiana Department of Education, Post Office Box 94064, Baton Rouge, Louisiana 70804-9064 to aid in the interpretation of *School Profiles* under authority of R.S. 17:21. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

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P.O. Box 94064  
Baton Rouge, LA 70804-9064

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

*Progress Profiles* (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1996-97, *Report Cards* were produced for **1,413 of 1,447** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

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*“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”*

—Bill Honig

*Phi Delta Kappan*, June 1994

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## Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

## Organization of This Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part I therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part II focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports two commonly cited school-level outputs: student performance on 1) criterion-referenced tests (CRTs), which measure student performance on state-prescribed curricula, and 2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported on the *Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance in grades 4, 6, and 8 on the California Achievement Test (CAT/5).
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

Each indicator presented in this report is introduced by a brief narrative, organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- a description of how data appear in the *School Report Cards*;
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and

- 
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

### **School Categorization**

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district- and state-wide comparison statistics also are provided.

*Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.*

All schools receiving 1996-97 School Report Cards are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.
- *middle/junior high*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8, and excludes grades PK-3 and 10-12.

- *high*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the range PK-12 and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

### **Demographic Indicators Associated With Educational Attainment**

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census and the Louisiana Department of Health and Hospitals.

### **District Financial Overview**

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

### **Longitudinal Analysis: Tracking School Progress Over Time**

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years.) These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy

makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96 and 1996-97 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent year to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

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Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods and data sources or to revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

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## **1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged**

Special caution is urged in comparing 1995-96 and 1996-97 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96 and 1996-97 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96 and 1996-97 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

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## The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past six years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

## Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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*LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).*

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# *Part 1. District Summary*

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## Parish Socioeconomic And Demographic Overview

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The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

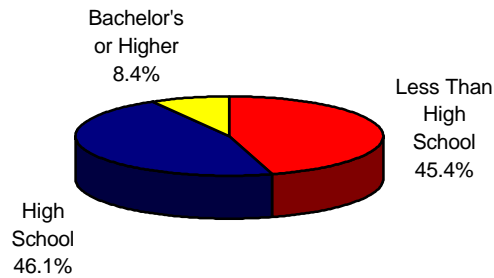
### Definitions

- *Education Attainment*—is divided into three levels:
  1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
  2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
  3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
  1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
  2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
  3. Service: includes persons with private household occupations, protective service occupations, and other service occupations.
  4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.

## Acadia Parish Socioeconomic and Demographic Overview

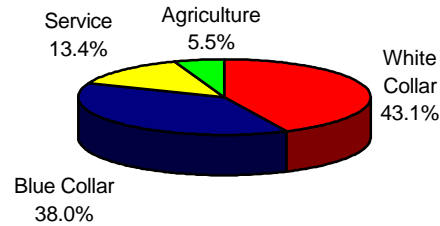
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district.

### Education Attainment



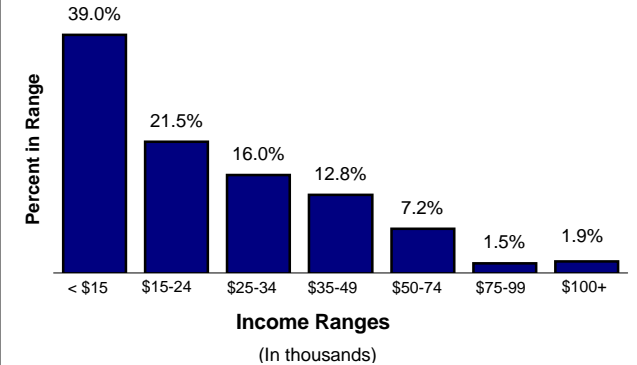
	Bachelor's or Higher	High School	Less Than High School
State	16.1%	52.2%	31.7%
Nation	20.3%	54.9%	24.8%

### Labor Force



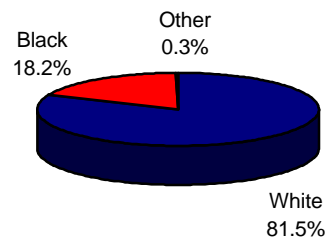
	White Collar	Blue Collar	Service	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

### Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

### Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

### Other Relevant Statistics

	Parish	State	Nation
Single Parent Households	18.0%	19.1%	14.8%
All Persons Living Below Poverty Level	30.5%	23.6%	13.5%
Teen Pregnancy Rate	20.8%	17.6%	12.8%

Source: US Bureau of Census, 1990

Vital Statistics, 1990-91 (Louisiana Department of Health & Hospitals)

## District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

### Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
  1. **Local:** monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
  2. **State:** monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
  3. **Federal:** monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
  4. **District revenues per pupil:** total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:\*
- 1. **Instructional Expenditures:** monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures:** monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services:** monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil:** total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

*Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1997, figures provided by the Office of Management and Finance, LDE.*

\* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

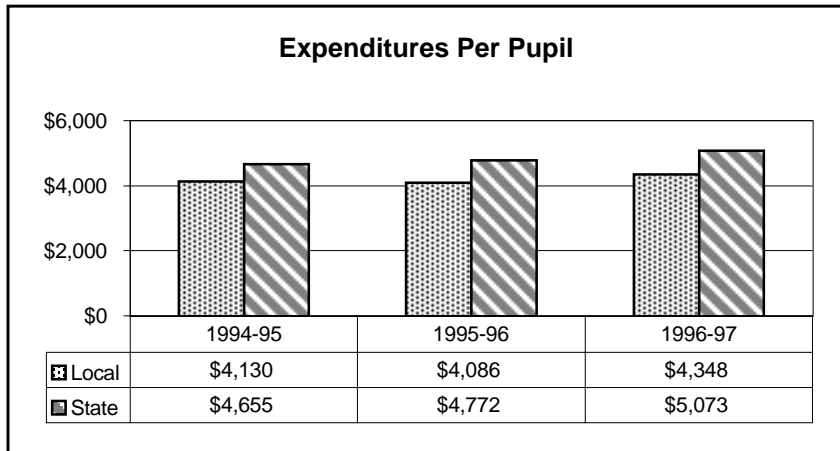
# Acadia Parish Financial Profile

District Revenue by Source									
Revenue Source	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$8,955,080	20.7%	35.2%	\$9,234,499	20.4%	36.8%	\$9,750,087	19.9%	37.4%
State	\$27,056,915	62.6%	52.8%	\$27,109,909	59.9%	50.9%	\$29,918,947	61.1%	50.8%
Federal	\$7,236,771	16.7%	12.1%	\$8,907,920	19.7%	12.3%	\$9,313,980	19.0%	11.8%
<b>Total</b>	<b>\$43,248,766</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$45,252,328</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$48,983,014</b>	<b>100.0%</b>	<b>100.0%</b>

Adjusted October 1 Student Membership		
1994-95	1995-96	1996-97
10,685	10,717	10,744

Revenues Per Pupil			
	1994-95	1995-96	1996-97
Local	\$4,048	\$4,222	\$4,559
State Average	\$4,848	\$4,981	\$5,296

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1994-95	\$18,379	\$23,251	\$26,566
1995-96	\$18,379	\$23,023	\$26,800
1996-97	\$20,079	\$23,808	\$29,025



District Expenditures by Category									
Expenditure Category	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$27,526,485	66.9%	68.1%	\$28,353,551	66.3%	68.0%	\$30,170,736	66.0%	68.2%
Non-Instructional Expenditures	\$13,626,110	33.1%	31.9%	\$14,396,006	33.7%	32.0%	\$15,564,966	34.0%	31.8%
<b>Subtotal</b>	<b>\$41,152,595</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$42,749,557</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$45,735,702</b>	<b>100.0%</b>	<b>100.0%</b>
Facility Acquisition & Construction Services	\$2,981,023			\$1,040,344			\$981,500		
<b>Total Expenditures (excluding debt services)</b>	<b>\$44,133,618</b>			<b>\$43,789,901</b>			<b>\$46,717,202</b>		

**Notes:**

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

# District Indicator Summary Results

## School Characteristics

### Schools in Acadia Parish

Schools in Acadia Parish											
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97				
October 1 Membership		10,655	10,671	10,692	10,733	10,659	10,648				
Number of Faculty		654	699	696	712	718	728				

### Faculty with a Master's Degree or Higher

Faculty with a Master's Degree or Higher											
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97				
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
28.93	186	27.29	188	25.07	172	23.90	168	26.14	183	26.17	185

### Class Size Characteristics for Grades K-12

#### Elementary Schools

Class Size Characteristics for Grades K-12	Class Size Characteristics for Grades K-12											
	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools												
Class Size Range 1 - 20	~	~	~	~	20.76	93	26.78	124	27.99	131	20.45	99
Class Size Range 21 - 26	~	~	~	~	60.94	273	56.37	261	52.56	246	59.09	286
Class Size Range 27 or more	~	~	~	~	18.30	82	16.85	78	19.44	91	20.45	99
Intermediate High Schools												
Class Size Range 1 - 20	~	~	~	~	25.06	101	31.30	113	41.19	173	40.91	171
Class Size Range 21 - 26	~	~	~	~	31.76	128	49.03	177	49.29	207	46.89	196
Class Size Range 27 or more	~	~	~	~	43.18	174	19.67	71	9.52	40	12.20	51
Senior High Schools												
Class Size Range 1 - 20	~	~	~	~	31.94	229	33.79	249	34.98	262	41.10	328
Class Size Range 21 - 26	~	~	~	~	45.47	326	45.45	335	41.12	308	36.84	294
Class Size Range 27 or more	~	~	~	~	22.59	162	20.76	153	23.90	179	22.06	176
Public Schools												
Class Size Range 1 - 20	24.02	363	29.57	482	26.98	423	31.13	486	34.58	566	35.18	598
Class Size Range 21 - 26	46.86	708	47.55	775	46.36	727	49.52	773	46.49	761	45.65	776
Class Size Range 27 or more	29.12	440	22.88	373	26.66	418	19.35	302	18.94	310	19.18	326

#### All Schools

~ = Unavailable Data

# District Indicator Summary Results

## Student Participation

### Percent of Student Attendance

Student Attendance						
	1991-92	1992-93 <sup>1</sup>	1993-94	1994-95	1995-96 <sup>2</sup>	1996-97
<i>Elementary Schools</i>	~	~	94.54	94.61	94.73	94.56
<i>Middle/Jr. High Schools</i>	~	~	93.14	92.06	90.36	91.68
<i>High Schools</i>	~	~	92.59	91.67	89.78	90.54
<i>All Schools</i>	94.10	93.47	93.66	93.33	92.54	92.90

### Student Dropouts

Student Dropouts													
		1991-92		1992-93 <sup>3</sup>		1993-94		1994-95		1995-96		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 7		0.21	2	0.42	4	0.31	3	0.21	2	2.18	20	2.15	19
Grade 8		1.52	13	1.14	10	0.93	8	0.23	2	5.09	43	3.93	34
Grade 9		2.38	20	2.45	23	2.22	21	1.42	14	11.31	103	12.29	117
Grade 10		2.51	18	1.69	11	1.85	14	1.08	8	7.90	58	7.40	49
Grade 11		2.43	15	2.17	14	2.38	14	0.90	6	10.64	70	6.72	45
Grade 12		1.18	6	1.08	6	2.11	12	2.57	14	6.58	39	5.20	31

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

<sup>3</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

# District Indicator Summary Results

## Student Participation (Continued)

Students Suspended and Expelled													
		1991-92		1992-93		1993-94		1994-95		1995-96 <sup>1</sup>		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>Students Suspended and Expelled</b>													
<i>Elementary Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	~	~	2.71	165
Suspended (Out of School)		~	~	~	~	2.19	132	3.36	203	6.03	378	6.20	377
Expelled (In School)		~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)		~	~	~	~	0.02	1	0.07	4	0.03	2	0.07	4
<i>Middle/Jr. High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	~	~	49.94	899
Suspended (Out of School)		~	~	~	~	15.18	317	20.86	400	25.27	447	25.72	463
Expelled (In School)		~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)		~	~	~	~	1.58	33	1.82	35	1.87	33	1.83	33
<i>High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	~	~	24.36	842
Suspended (Out of School)		~	~	~	~	11.63	367	14.98	490	19.48	679	19.04	658
Expelled (In School)		~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)		~	~	~	~	0.79	25	1.31	43	1.20	42	1.22	42
<i>All Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	~	~	16.84	1,899
Suspended (Out of School)		7.51	844	6.91	786	7.23	816	9.73	1,093	13.07	1,500	13.23	1,492
Expelled (In School)		~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)		0.40	45	0.35	40	0.52	59	0.73	82	0.67	77	0.70	79

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement*

		Percent of Students Passing CRT and Number of Students Tested											
		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>Criterion-referenced Test (CRT) Results - Grade 03</b>													
	Language Arts	92	817	95	780	96	751	94	776	95	786	92	780
	Mathematics	94	813	98	768	97	749	97	770	97	783	97	775
<b>Criterion-referenced Test (CRT) Results - Grade 05</b>													
	Language Arts	89	804	93	765	91	764	94	732	93	787	94	832
	Mathematics	86	805	95	764	94	764	97	731	96	786	95	831
<b>Criterion-referenced Test (CRT) Results - Grade 07</b>													
	Language Arts	88	759	86	764	86	732	89	701	90	813	93	789
	Mathematics	85	760	81	755	77	731	77	699	86	810	91	786
<b>Graduation Exit Exam (GEE) Results</b>													
	Language Arts	92	619	91	545	88	594	90	605	88	658	82	611
	Mathematics	83	619	82	545	75	597	82	599	69	645	65	618
	Written Composition	85	607	90	526	89	573	98	584	93	640	90	591
	Science	90	523	86	533	88	487	84	522	81	550	78	596
	Social Studies	92	522	90	532	91	477	87	522	91	548	82	597

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement (Continued)*

		Percent of Students by National Quarters and Median Percentile Rank California Achievement Test (CAT/5)					
		1991-92	1992-93 <sup>2</sup>	1993-94	1994-95	1995-96 <sup>1</sup>	1996-97
<b>Norm-referenced Test (NRT) Results - Grade 04</b>							
	Fourth Quarter	~	22.5	21.8	24.5	24.5	27.7
	Third Quarter	~	27.2	27.9	28.0	30.3	26.6
	Second Quarter	~	27.5	26.8	29.6	27.8	30.4
	First Quarter	~	22.8	23.5	17.8	17.4	15.3
	Median Percentile Rank	~	49.9	49.8	52.2	53.9	53.1
<b>Norm-referenced Test (NRT) Results - Grade 06</b>							
	Fourth Quarter	~	10.4	11.7	17.5	16.3	19.6
	Third Quarter	~	20.3	24.2	23.8	22.5	27.2
	Second Quarter	~	31.1	36.4	34.8	33.7	35.2
	First Quarter	~	38.2	27.7	23.8	27.5	18.0
	Median Percentile Rank	~	34.4	40.4	44.6	41.4	48.3
<b>Norm-referenced Test (NRT) Results - Grade 08</b>							
	Fourth Quarter	~	~	~	~	~	18.2
	Third Quarter	~	~	~	~	~	27.7
	Second Quarter	~	~	~	~	~	33.2
	First Quarter	~	~	~	~	~	20.9
	Median Percentile Rank	~	~	~	~	~	47.7

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

<sup>2</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years data are not presented.

~ = Unavailable Data

# District Indicator Summary Results

## *College Readiness*

American College Test (ACT) Results					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
19.5	18.8	18.7	19.1	18.4	18.8

Average Composite Score

First-time College Freshmen Performance											
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97						
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
	~	467	492	519	461	519					
~	~	37.69	176	43.09	212	36.22	188	40.78	188	33.14	172
~	~	43.75	77	59.91	127	52.66	99	57.98	109	56.39	97

Number of High School Graduates<sup>1</sup>

HS Graduates Who Were First-time College Freshmen

First-time Freshmen Enrolled in College Remedial Courses

<sup>1</sup> Represents graduates from the previous school year.

~ = Unavailable Data

# *Part 2. School Characteristics*

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Faculty with a Master's Degree or Higher.....	2-5
Class Size Characteristics .....	2-7

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**Table 1**  
*Schools in Acadia Parish*

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
001001	<b>Armstrong Middle School</b>						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	525	544	529	485	458	465
	Number of Faculty	33	37	37	35	34	35
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
001002	<b>Branch Elementary School</b>						
	Grade Structure	K-8	K-8	K-8	K-8	K-8	K-8
	October 1 Membership	244	241	238	226	227	217
	Number of Faculty	18	18	18	18	19	18
	Category	~	~	Elementary	Elementary	Elementary	Elementary
001003	<b>Central Rayne Kindergarten School</b>						
	Grade Structure	K	P,K	P,K,NG	P,K	K	K
	October 1 Membership	219	209	218	207	177	191
	Number of Faculty	11	13	15	14	15	16
	Category	~	~	Elementary	Elementary	Elementary	Elementary
001004	<b>Church Point Elementary School</b>						
	Grade Structure	P,K-4,S	P,K-4,S	P,K-4,NG,S	P,K-4	K-5,NG	K-5,NG
	October 1 Membership	720	732	695	672	740	754
	Number of Faculty	39	44	44	46	50	50
	Category	~	~	Elementary	Elementary	Elementary	Elementary
001005	<b>Church Point High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12,S	8-12	8-12,NG	8-12,NG
	October 1 Membership	506	516	568	605	652	652
	Number of Faculty	36	36	37	43	42	44
	Category	~	~	High	High	High	High
001006	<b>Church Point Middle School</b>						
	Grade Structure	5-8,S	5-8,S	5-8,S	5-8	6-8,NG	6-8,NG
	October 1 Membership	496	470	496	472	386	392
	Number of Faculty	33	37	36	34	30	30
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
001007	<b>Crowley High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12,S	8-12	8-12,NG	8-12,NG
	October 1 Membership	878	871	861	871	900	895
	Number of Faculty	56	63	62	64	66	69
	Category	~	~	High	High	High	High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Acadia Parish*

		<b>1991-92</b>	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>
<b>001008</b>	<b>Crowley Middle School</b>						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	828	795	810	792	828	812
	Number of Faculty	56	60	61	62	61	61
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>001009</b>	<b>Crowley Kindergarten School</b>						
	Grade Structure	P,K,S	P,K,S	P,K,NG,S	P,K	K,NG	K,NG
	October 1 Membership	349	334	356	344	317	257
	Number of Faculty	20	21	23	25	23	23
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001010</b>	<b>North Crowley Elementary School</b>						
	Grade Structure	1-5	1-5,S	1-5,S	1-5	1-5,NG	1-5,NG
	October 1 Membership	493	504	479	466	425	443
	Number of Faculty	29	33	34	35	32	31
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001011</b>	<b>Egan Elementary School</b>						
	Grade Structure	K-8	K-8	K-8	P,K-8	K-8	K-8
	October 1 Membership	192	183	211	242	214	233
	Number of Faculty	16	17	17	18	19	20
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001012</b>	<b>Estherwood Elementary School</b>						
	Grade Structure	K-7	K-7	K-7	K-7	K-7	K-7
	October 1 Membership	191	196	190	201	192	203
	Number of Faculty	16	17	16	18	16	16
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001013</b>	<b>Evangeline Elementary School</b>						
	Grade Structure	K-8	K-8	K-8	K-8	K-8	K-8
	October 1 Membership	214	207	196	188	186	171
	Number of Faculty	16	17	18	18	19	18
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001014</b>	<b>Iota Elementary School</b>						
	Grade Structure	K-5	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	378	435	443	439	393	406
	Number of Faculty	27	31	31	31	31	31
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Acadia Parish*

		<b>1991-92</b>	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>
<b>001015</b>	<b>Iota High School</b>						
	Grade Structure	6-12	6-12	6-12,NG	6-12	6-12,NG	6-12,NG
	October 1 Membership	555	551	570	589	622	645
	Number of Faculty	35	39	40	37	41	43
	Category	~	~	High	High	High	High
<b>001016</b>	<b>Mermentau Elementary School</b>						
	Grade Structure	K-7	K-7	K-7,NG	P,K-7	K-7	K-7
	October 1 Membership	154	158	170	192	170	179
	Number of Faculty	15	16	15	15	16	18
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001017</b>	<b>Midland High School</b>						
	Grade Structure	8-12	8-12	8-12	8-12	8-12,NG	8-12,NG
	October 1 Membership	248	269	278	293	355	332
	Number of Faculty	21	19	20	20	24	26
	Category	~	~	High	High	High	High
<b>001018</b>	<b>Mire Elementary School</b>						
	Grade Structure	K-8	K-8	K-8,NG	K-8	K-8	K-8
	October 1 Membership	429	445	433	439	414	433
	Number of Faculty	24	28	27	27	29	28
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001019</b>	<b>Morse Elementary School</b>						
	Grade Structure	K-7	K-7	K-7	K-7	K-7	K-7
	October 1 Membership	224	209	203	212	203	207
	Number of Faculty	15	17	16	16	15	15
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001020</b>	<b>Martin Petitjean Elementary School</b>						
	Grade Structure	1-3	1-3,S	1-3,S	1-3	1-3,NG	1-3,NG
	October 1 Membership	529	561	556	555	533	506
	Number of Faculty	30	31	32	34	34	34
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001021</b>	<b>Rayne High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12,S	8-12	8-12,NG	8-12,NG
	October 1 Membership	603	638	635	721	792	748
	Number of Faculty	41	44	44	48	49	53
	Category	~	~	High	High	High	High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Acadia Parish*

		<b>1991-92</b>	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>
<b>001022</b>	<b>Richard Elementary School</b>						
	Grade Structure	K-8	K-8	K-8,NG	P,K-8	K-8,NG	K-8,NG
	October 1 Membership	228	225	255	277	246	260
	Number of Faculty	16	18	17	20	20	20
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001023</b>	<b>Ross Elementary School</b>						
	Grade Structure	1-5,S	1-5,S	1-5,S	1-5	1-5,NG	1-5,NG
	October 1 Membership	524	499	430	435	444	453
	Number of Faculty	38	38	35	32	30	34
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001024</b>	<b>South Crowley Elementary School</b>						
	Grade Structure	1-5	1-5	1-5,NG	1-5	1-5	1-5
	October 1 Membership	533	527	543	468	407	423
	Number of Faculty	29	33	33	32	32	31
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>001025</b>	<b>South Rayne Elementary School</b>						
	Grade Structure	4-5,S	4-5,S	4-5,S	4-5	4-5,NG	4-5,NG
	October 1 Membership	395	352	329	342	378	371
	Number of Faculty	25	26	27	26	27	27
	Category	~	~	Elementary	Elementary	Elementary	Elementary
<b>District</b>							
	October 1 Membership	10,655	10,671	10,692	10,733	10,659	10,648
	Number of Faculty	654	699	696	712	718	728

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

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## Faculty with a Master's Degree or Higher

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Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

### Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the district that receive a *Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

### Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

### Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

### Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

### Data Sources

*Site-based personnel*—district-reported data from the *Annual School Report*.

*Faculty degree status*—district-reported data from the *Annual School Report*; LDE Teacher Certification Database.

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### Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

**Table 2**  
*Faculty with a Master's Degree or Higher*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
001001	Armstrong Middle School	25.00	8	29.73	11	21.62	8	20.59	7	24.24	8	20.00	7
001002	Branch Elementary School	29.41	5	27.78	5	16.67	3	11.11	2	21.05	4	16.67	3
001003	Central Rayne Kindergarten School	9.09	1	15.38	2	6.67	1	21.43	3	33.33	5	46.67	7
001004	Church Point Elementary School	12.82	5	15.91	7	11.36	5	13.04	6	16.67	8	21.74	10
001005	Church Point High School	25.00	9	22.22	8	18.92	7	18.60	8	23.81	10	20.93	9
001006	Church Point Middle School	15.15	5	16.22	6	13.89	5	11.76	4	20.00	6	13.33	4
001007	Crowley High School	33.93	19	31.75	20	27.42	17	28.13	18	27.27	18	29.41	20
001008	Crowley Middle School	42.86	24	30.00	18	29.51	18	29.03	18	24.59	15	26.23	16
001009	Crowley Kindergarten School	15.00	3	14.29	3	17.39	4	12.00	3	19.05	4	15.00	3
001010	North Crowley Elementary School	27.59	8	18.75	6	27.27	9	29.41	10	29.03	9	26.67	8
001011	Egan Elementary School	25.00	4	25.00	4	18.75	3	17.65	3	18.75	3	27.78	5
001012	Estherwood Elementary School	20.00	3	25.00	4	20.00	3	23.53	4	20.00	3	20.00	3
001013	Evangeline Elementary School	46.67	7	43.75	7	41.18	7	35.29	6	37.50	6	31.25	5
001014	Iota Elementary School	34.62	9	26.67	8	30.00	9	30.00	9	28.57	8	27.59	8
001015	Iota High School	32.35	11	36.84	14	35.90	14	27.03	10	26.83	11	30.95	13
001016	Mermentau Elementary School	50.00	7	46.67	7	35.71	5	28.57	4	26.67	4	23.53	4
001017	Midland High School	60.00	12	63.16	12	60.00	12	60.00	12	56.52	13	54.17	13
001018	Mire Elementary School	29.17	7	17.86	5	18.52	5	18.52	5	17.24	5	14.29	4
001019	Morse Elementary School	28.57	4	31.25	5	20.00	3	18.75	3	21.43	3	14.29	2
001020	Martin Petitjean Elementary School	16.67	5	16.13	5	18.75	6	20.59	7	20.59	7	26.47	9
001021	Rayne High School	41.46	17	43.18	19	34.09	15	31.25	15	42.86	21	42.31	22
001022	Richard Elementary School	33.33	5	33.33	6	35.29	6	30.00	6	31.58	6	26.32	5
001023	Ross Elementary School	18.92	7	21.62	8	20.59	7	19.35	6	20.69	6	21.21	7
001024	South Crowley Elementary School	31.03	9	27.27	9	21.21	7	25.00	8	34.38	11	35.48	11
001025	South Rayne Elementary School	24.00	6	32.00	8	26.92	7	28.00	7	25.93	7	29.63	8
<b>District</b>		28.93	186	27.29	188	25.07	172	23.90	168	26.14	183	26.17	185
<b>State</b>		44.12	21,824	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while that in grades 4-12 is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

### Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

### Data Presentation: *School Report Card*

The *1996-97 School Report Card* provides 1996-97 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

### Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

### Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

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### Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

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## Data Source

District-reported data from the *Annual School Report* (ASR).

### References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

*LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).*

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001002</b>	<b>Branch Elementary School</b>												
	Class Size Range 1 - 20	6.90	2	15.63	5	6.25	2	25.00	8	15.63	5	18.75	6
	Class Size Range 21 - 26	48.28	14	28.13	9	25.00	8	43.75	14	28.13	9	59.38	19
	Class Size Range 27 or more	44.83	13	56.25	18	68.75	22	31.25	10	56.25	18	21.88	7
<b>001003</b>	<b>Central Rayne Kindergarten School</b>												
	Class Size Range 1 - 20	0.00	0	0.00	0	20.00	2	25.00	2	11.11	1	0.00	0
	Class Size Range 21 - 26	100.00	8	100.00	8	80.00	8	75.00	6	88.89	8	100.00	8
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001004</b>	<b>Church Point Elementary School</b>												
	Class Size Range 1 - 20	2.56	1	16.33	8	17.39	8	6.00	3	1.96	1	13.16	10
	Class Size Range 21 - 26	76.92	30	42.86	21	82.61	38	94.00	47	74.51	38	65.79	50
	Class Size Range 27 or more	20.51	8	40.82	20	0.00	0	0.00	0	23.53	12	21.05	16
<b>001009</b>	<b>Crowley Kindergarten School</b>												
	Class Size Range 1 - 20	6.67	1	0.00	0	12.50	2	57.14	8	15.38	2	100.00	12
	Class Size Range 21 - 26	93.33	14	100.00	14	87.50	14	42.86	6	84.62	11	0.00	0
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001010</b>	<b>North Crowley Elementary School</b>												
	Class Size Range 1 - 20	0.00	0	25.00	7	34.62	9	43.33	13	44.44	12	33.33	8
	Class Size Range 21 - 26	100.00	20	57.14	16	50.00	13	56.67	17	55.56	15	58.33	14
	Class Size Range 27 or more	0.00	0	17.86	5	15.38	4	0.00	0	0.00	0	8.33	2
<b>001011</b>	<b>Egan Elementary School</b>												
	Class Size Range 1 - 20	39.13	9	44.83	13	6.90	2	20.69	6	21.88	7	28.13	9
	Class Size Range 21 - 26	60.87	14	55.17	16	86.21	25	51.72	15	71.88	23	18.75	6
	Class Size Range 27 or more	0.00	0	0.00	0	6.90	2	27.59	8	6.25	2	53.13	17
<b>001012</b>	<b>Estherwood Elementary School</b>												
	Class Size Range 1 - 20	25.00	3	37.50	6	25.00	4	12.50	2	41.67	5	0.00	0
	Class Size Range 21 - 26	41.67	5	25.00	4	37.50	6	50.00	8	33.33	4	83.33	10
	Class Size Range 27 or more	33.33	4	37.50	6	37.50	6	37.50	6	25.00	3	16.67	2
<b>001013</b>	<b>Evangeline Elementary School</b>												
	Class Size Range 1 - 20	40.74	11	6.67	2	55.17	16	58.62	17	37.93	11	44.83	13
	Class Size Range 21 - 26	29.63	8	80.00	24	37.93	11	13.79	4	13.79	4	55.17	16
	Class Size Range 27 or more	29.63	8	13.33	4	6.90	2	27.59	8	48.28	14	0.00	0
<b>001014</b>	<b>Iota Elementary School</b>												
	Class Size Range 1 - 20	38.71	12	34.38	11	28.13	9	30.00	9	46.67	14	37.04	10
	Class Size Range 21 - 26	48.39	15	65.63	21	71.88	23	70.00	21	53.33	16	62.96	17
	Class Size Range 27 or more	12.90	4	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001016</b>	<b>Mermentau Elementary School</b>												
	Class Size Range 1 - 20	50.00	6	62.50	10	37.50	6	50.00	8	62.50	10	47.06	8
	Class Size Range 21 - 26	50.00	6	37.50	6	62.50	10	37.50	6	25.00	4	35.29	6
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	12.50	2	12.50	2	17.65	3
<b>001018</b>	<b>Mire Elementary School</b>												
	Class Size Range 1 - 20	7.14	4	21.43	12	28.00	14	16.00	8	44.07	26	0.00	0
	Class Size Range 21 - 26	39.29	22	28.57	16	50.00	25	52.00	26	47.46	28	87.72	50
	Class Size Range 27 or more	53.57	30	50.00	28	22.00	11	32.00	16	8.47	5	12.28	7
<b>001019</b>	<b>Morse Elementary School</b>												
	Class Size Range 1 - 20	15.38	2	0.00	0	0.00	0	18.75	3	12.50	2	12.50	2
	Class Size Range 21 - 26	38.46	5	62.50	10	75.00	12	43.75	7	37.50	6	50.00	8
	Class Size Range 27 or more	46.15	6	37.50	6	25.00	4	37.50	6	50.00	8	37.50	6
<b>001020</b>	<b>Martin Petitjean Elementary School</b>												
	Class Size Range 1 - 20	0.00	0	0.00	0	0.00	0	8.70	2	13.04	3	13.04	3
	Class Size Range 21 - 26	100.00	22	72.73	16	86.36	19	91.30	21	86.96	20	86.96	20
	Class Size Range 27 or more	0.00	0	27.27	6	13.64	3	0.00	0	0.00	0	0.00	0
<b>001022</b>	<b>Richard Elementary School</b>												
	Class Size Range 1 - 20	15.38	4	27.27	9	24.00	6	35.90	14	44.12	15	20.00	7
	Class Size Range 21 - 26	73.08	19	30.30	10	28.00	7	41.03	16	20.59	7	48.57	17
	Class Size Range 27 or more	11.54	3	42.42	14	48.00	12	23.08	9	35.29	12	31.43	11
<b>001023</b>	<b>Ross Elementary School</b>												
	Class Size Range 1 - 20	11.54	3	0.00	0	17.24	5	21.43	6	20.59	7	29.41	10
	Class Size Range 21 - 26	76.92	20	100.00	26	62.07	18	71.43	20	64.71	22	70.59	24
	Class Size Range 27 or more	11.54	3	0.00	0	20.69	6	7.14	2	14.71	5	0.00	0
<b>001024</b>	<b>South Crowley Elementary School</b>												
	Class Size Range 1 - 20	4.55	1	14.81	4	0.00	0	20.69	6	14.81	4	3.85	1
	Class Size Range 21 - 26	77.27	17	70.37	19	86.67	26	58.62	17	85.19	23	65.38	17
	Class Size Range 27 or more	18.18	4	14.81	4	13.33	4	20.69	6	0.00	0	30.77	8
<b>001025</b>	<b>South Rayne Elementary School</b>												
	Class Size Range 1 - 20	0.00	0	53.57	15	33.33	8	37.50	9	25.00	6	0.00	0
	Class Size Range 21 - 26	53.85	14	35.71	10	41.67	10	41.67	10	33.33	8	16.67	4
	Class Size Range 27 or more	46.15	12	10.71	3	25.00	6	20.83	5	41.67	10	83.33	20

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>													
	Class Size Range 1 - 20	~	~	~	~	20.76	93	26.78	124	27.99	131	20.45	99
	Class Size Range 21 - 26	~	~	~	~	60.94	273	56.37	261	52.56	246	59.09	286
	Class Size Range 27 or more	~	~	~	~	18.30	82	16.85	78	19.44	91	20.45	99
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	24.02	363	29.57	482	26.98	423	31.13	486	34.58	566	35.18	598
	Class Size Range 21 - 26	46.86	708	47.55	775	46.36	727	49.52	773	46.49	761	45.65	776
	Class Size Range 27 or more	29.12	440	22.88	373	26.66	418	19.35	302	18.94	310	19.18	326
<b>State (Elementary Schools)</b>													
	Class Size Range 1 - 20	~	~	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687
	Class Size Range 21 - 26	~	~	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277
	Class Size Range 27 or more	~	~	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

**Table 3b: Class Size Characteristics**  
*Middle/Jr. High Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001001</b>	<b>Armstrong Middle School</b>												
	Class Size Range 1 - 20	20.47	26	23.48	31	16.22	18	18.87	20	44.44	52	45.76	54
	Class Size Range 21 - 26	48.03	61	37.88	50	38.74	43	59.43	63	51.28	60	51.69	61
	Class Size Range 27 or more	31.50	40	38.64	51	45.05	50	21.70	23	4.27	5	2.54	3
<b>001006</b>	<b>Church Point Middle School</b>												
	Class Size Range 1 - 20	28.21	22	31.87	29	38.36	28	27.78	15	31.18	29	32.95	29
	Class Size Range 21 - 26	29.49	23	40.66	37	31.51	23	55.56	30	56.99	53	39.77	35
	Class Size Range 27 or more	42.31	33	27.47	25	30.14	22	16.67	9	11.83	11	27.27	24
<b>001008</b>	<b>Crowley Middle School</b>												
	Class Size Range 1 - 20	22.27	47	35.62	78	25.11	55	38.81	78	43.81	92	41.51	88
	Class Size Range 21 - 26	30.33	64	46.12	101	28.31	62	41.79	84	44.76	94	47.17	100
	Class Size Range 27 or more	47.39	100	18.26	40	46.58	102	19.40	39	11.43	24	11.32	24
<b>District (Middle/Jr. High Schools)</b>													
	Class Size Range 1 - 20	~	~	~	~	25.06	101	31.30	113	41.19	173	40.91	171
	Class Size Range 21 - 26	~	~	~	~	31.76	128	49.03	177	49.29	207	46.89	196
	Class Size Range 27 or more	~	~	~	~	43.18	174	19.67	71	9.52	40	12.20	51
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	24.02	363	29.57	482	26.98	423	31.13	486	34.58	566	35.18	598
	Class Size Range 21 - 26	46.86	708	47.55	775	46.36	727	49.52	773	46.49	761	45.65	776
	Class Size Range 27 or more	29.12	440	22.88	373	26.66	418	19.35	302	18.94	310	19.18	326
<b>State (Middle/Jr. High Schools)</b>													
	Class Size Range 1 - 20	~	~	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050
	Class Size Range 21 - 26	~	~	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756
	Class Size Range 27 or more	~	~	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

**Table 3c: Class Size Characteristics**  
*High Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001005</b>	<b>Church Point High School</b>												
	Class Size Range 1 - 20	28.33	34	33.60	42	25.38	33	28.06	39	39.72	56	39.47	60
	Class Size Range 21 - 26	55.83	67	42.40	53	48.46	63	51.08	71	44.68	63	36.84	56
	Class Size Range 27 or more	15.83	19	24.00	30	26.15	34	20.86	29	15.60	22	23.68	36
<b>001007</b>	<b>Crowley High School</b>												
	Class Size Range 1 - 20	16.00	32	20.28	43	26.24	53	31.92	68	37.85	81	39.63	86
	Class Size Range 21 - 26	54.50	109	62.74	133	50.50	102	53.05	113	40.19	86	43.78	95
	Class Size Range 27 or more	29.50	59	16.98	36	23.27	47	15.02	32	21.96	47	16.59	36
<b>001015</b>	<b>Iota High School</b>												
	Class Size Range 1 - 20	38.03	54	45.03	68	44.30	66	36.43	51	34.25	50	33.11	49
	Class Size Range 21 - 26	35.21	50	31.13	47	40.27	60	39.29	55	45.89	67	44.59	66
	Class Size Range 27 or more	26.76	38	23.84	36	15.44	23	24.29	34	19.86	29	22.30	33
<b>001017</b>	<b>Midland High School</b>												
	Class Size Range 1 - 20	47.95	35	33.80	24	38.16	29	53.95	41	50.00	40	61.96	57
	Class Size Range 21 - 26	21.92	16	39.44	28	31.58	24	23.68	18	28.75	23	22.83	21
	Class Size Range 27 or more	30.14	22	26.76	19	30.26	23	22.37	17	21.25	17	15.22	14
<b>001021</b>	<b>Rayne High School</b>												
	Class Size Range 1 - 20	35.29	54	38.92	65	30.00	48	29.59	50	20.83	35	40.21	76
	Class Size Range 21 - 26	42.48	65	47.90	80	48.13	77	46.15	78	41.07	69	29.63	56
	Class Size Range 27 or more	22.22	34	13.17	22	21.88	35	24.26	41	38.10	64	30.16	57

~ = Unavailable Data

**Table 3c: Class Size Characteristics**  
*High Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>													
Class Size Range 1 - 20		~	~	~	~	31.94	229	33.79	249	34.98	262	41.10	328
Class Size Range 21 - 26		~	~	~	~	45.47	326	45.45	335	41.12	308	36.84	294
Class Size Range 27 or more		~	~	~	~	22.59	162	20.76	153	23.90	179	22.06	176
<b>District (All Schools)</b>													
Class Size Range 1 - 20		24.02	363	29.57	482	26.98	423	31.13	486	34.58	566	35.18	598
Class Size Range 21 - 26		46.86	708	47.55	775	46.36	727	49.52	773	46.49	761	45.65	776
Class Size Range 27 or more		29.12	440	22.88	373	26.66	418	19.35	302	18.94	310	19.18	326
<b>State (High Schools)</b>													
Class Size Range 1 - 20		~	~	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900
Class Size Range 21 - 26		~	~	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607
Class Size Range 27 or more		~	~	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576
<b>State (All Schools)</b>													
Class Size Range 1 - 20		29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
Class Size Range 21 - 26		40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
Class Size Range 27 or more		30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

# *Part 3. Student Participation*

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Student Attendance .....	3-1
Student Dropouts .....	3-7
Students Suspended and Expelled .....	3-13

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More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

### Data Presentation: *School Report Card*

The *1996-97 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

*Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).*

### Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

### Method of Calculation

The formulas used in calculating percent of student attendance are presented at the bottom of this page.

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## Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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## Formulas Used to Calculate Percent of Student Attendance

### School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

### State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

**Table 4a: Percent of Student Attendance**  
*Elementary Schools*

	<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>
001002 Branch Elementary School	95.65	94.95	95.44	95.71	95.52	95.71
001003 Central Rayne Kindergarten School	93.80	92.36	92.63	93.72	92.50	93.93
001004 Church Point Elementary School	95.02	94.83	95.21	94.77	96.05	94.72
001009 Crowley Kindergarten School	92.04	90.50	90.08	90.95	89.04	90.07
001010 North Crowley Elementary School	95.06	94.73	94.75	94.74	95.02	94.80
001011 Egan Elementary School	95.75	95.66	94.60	95.32	95.87	95.70
001012 Estherwood Elementary School	94.91	95.15	94.00	95.14	93.73	94.89
001013 Evangeline Elementary School	94.86	95.11	95.07	94.51	93.78	94.88
001014 Iota Elementary School	95.65	94.99	94.58	95.17	95.35	95.28
001016 Mermentau Elementary School	96.11	95.75	94.25	94.42	95.29	96.05
001018 Mire Elementary School	95.71	95.41	96.02	95.36	94.16	94.66
001019 Morse Elementary School	95.12	94.54	94.60	94.82	95.00	95.28
001020 Martin Petitjean Elementary School	95.28	95.27	94.50	94.97	94.31	95.21
001022 Richard Elementary School	94.51	94.54	94.59	94.24	94.52	94.76
001023 Ross Elementary School	95.17	94.37	95.02	94.78	97.14	94.14
001024 South Crowley Elementary School	94.77	93.80	93.77	93.63	95.88	93.39
001025 South Rayne Elementary School	95.05	93.69	93.86	94.74	93.67	94.41
<b>District (Elementary Schools)</b>	~	~	94.54	94.61	94.73	94.56
<b>District (All Schools)</b>	94.10	93.47	93.66	93.33	92.54	92.90
<b>State (Elementary Schools)</b>	~	~	95.01	95.21	95.01	95.20
<b>State (All Schools)</b>	~	~	93.55	93.64	93.36	93.70

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4b: Percent of Student Attendance**  
*Middle/Jr. High Schools*

	<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>
001001 Armstrong Middle School	92.95	95.05	96.70	96.79	91.71	92.61
001006 Church Point Middle School	94.02	93.15	93.42	92.90	91.81	92.10
001008 Crowley Middle School	91.73	88.68	90.81	88.88	88.90	90.93
<b>District (Middle/Jr. High Schools)</b>	~	~	93.14	92.06	90.36	91.68
<b>District (All Schools)</b>	94.10	93.47	93.66	93.33	92.54	92.90
<b>State (Middle/Jr. High Schools)</b>	~	~	92.84	92.72	92.56	93.14
<b>State (All Schools)</b>	~	~	93.55	93.64	93.36	93.70

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4c: Percent of Student Attendance**  
*High Schools*

	<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>
001005 Church Point High School	93.37	91.18	88.73	88.40	86.77	88.09
001007 Crowley High School	91.59	91.44	90.61	89.64	87.97	88.72
001015 Iota High School	94.89	94.28	94.37	93.78	93.45	93.96
001017 Midland High School	94.32	92.31	93.27	94.58	92.40	94.22
001021 Rayne High School	93.06	92.07	93.76	91.99	90.20	90.23
<b>District (High Schools)</b>	~	~	92.59	91.67	89.78	90.54
<b>District (All Schools)</b>	94.10	93.47	93.66	93.33	92.54	92.90
<b>State (High Schools)</b>	~	~	90.97	91.02	90.62	91.06
<b>State (All Schools)</b>	~	~	93.55	93.64	93.36	93.70

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

*According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).*

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

### Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

### Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

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## Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade.

To conform with the federal Common Core of Data (CCD) reporting, the state dropout rate is calculated by dividing the total number of dropouts by the state membership as of October 1, 1996. The formulas used to produce percent of student dropouts are presented on the following page.

## Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

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## Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

### School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

### State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{October 1 Membership (By Grade Level) For All Schools in the State}} \times 100$$

## Table 5: Student Dropouts

		1991-92		1992-93 <sup>1</sup>		1993-94		1994-95		1995-96 <sup>2</sup>		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
001001	<b>Armstrong Middle School</b>												
	Grade 7	0.00	0	0.00	0	0.94	2	0.00	0	2.31	4	3.23	5
	Grade 8	3.74	7	1.63	3	1.89	4	0.59	1	3.65	5	0.79	1
001002	<b>Branch Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	9.68	3	0.00	0
001005	<b>Church Point High School</b>												
	Grade 8	~	~	~	~	~	~	0.00	0	0.00	0	13.33	2
	Grade 9	2.68	4	2.25	4	0.00	0	3.60	8	10.81	20	8.54	17
	Grade 10	1.41	2	2.29	3	0.67	1	1.15	2	10.81	16	8.39	12
	Grade 11	3.76	5	2.16	3	1.65	2	0.67	1	9.27	14	10.95	15
	Grade 12	1.89	2	0.91	1	0.00	0	1.89	2	7.75	10	4.48	6
001006	<b>Church Point Middle School</b>												
	Grade 7	0.59	1	1.50	2	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	0.79	1	0.67	1	0.00	0	0.00	0	0.00	0	1.88	3
001007	<b>Crowley High School</b>												
	Grade 8	~	~	~	~	~	~	0.00	0	62.50	10	47.37	9
	Grade 9	0.88	3	1.99	7	2.82	8	0.35	1	15.38	44	14.97	47
	Grade 10	3.02	8	1.68	4	2.00	5	0.46	1	8.60	19	9.84	18
	Grade 11	1.00	2	2.61	6	4.62	9	0.00	0	15.30	28	7.14	14
	Grade 12	0.61	1	0.53	1	3.80	7	2.87	5	6.11	11	5.00	8
001008	<b>Crowley Middle School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.32	1	4.14	13	3.17	10
	Grade 8	0.00	0	1.16	3	0.36	1	0.00	0	6.20	15	4.00	10
001011	<b>Egan Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	4.17	1	0.00	0
001012	<b>Estherwood Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
001013	<b>Evangeline Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	5.00	1	6.90	2	4.17	1
	Grade 8	5.26	1	3.57	1	0.00	0	0.00	0	14.29	2	0.00	0

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

## Table 5: Student Dropouts

		1991-92		1992-93 <sup>1</sup>		1993-94		1994-95		1995-96 <sup>2</sup>		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
001015	<b>Iota High School</b>												
	Grade 7	0.00	0	3.23	2	1.49	1	0.00	0	0.00	0	1.32	1
	Grade 8	3.17	2	2.63	2	1.82	1	0.00	0	1.33	1	3.70	3
	Grade 9	4.20	5	0.00	0	2.36	3	0.75	1	8.55	10	9.77	13
	Grade 10	2.86	3	0.98	1	0.00	0	0.88	1	4.46	5	5.56	5
	Grade 11	0.98	1	0.00	0	0.00	0	1.00	1	7.07	7	1.94	2
	Grade 12	1.16	1	1.08	1	2.17	2	2.86	3	4.94	4	6.67	6
001016	<b>Mermentau Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
001017	<b>Midland High School</b>												
	Grade 8	2.25	2	0.00	0	2.20	2	0.00	0	3.09	3	6.45	4
	Grade 9	7.58	5	5.21	5	5.21	5	0.00	0	7.79	6	14.13	13
	Grade 10	0.00	0	4.08	2	0.00	0	0.00	0	5.63	4	3.28	2
	Grade 11	10.00	5	5.17	3	0.00	0	1.67	1	8.62	5	4.17	3
	Grade 12	5.88	2	6.82	3	2.17	1	0.00	0	3.85	2	5.77	3
001018	<b>Mire Elementary School</b>												
	Grade 7	1.96	1	0.00	0	0.00	0	0.00	0	1.79	1	1.72	1
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	2.00	1
001019	<b>Morse Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
001021	<b>Rayne High School</b>												
	Grade 8	~	~	~	~	~	~	4.17	1	6.67	1	8.33	1
	Grade 9	1.60	3	3.00	7	1.94	5	1.47	4	8.98	23	12.16	27
	Grade 10	3.11	5	0.74	1	3.98	8	2.22	4	7.45	14	6.32	12
	Grade 11	1.29	2	1.39	2	2.22	3	1.89	3	9.36	16	6.47	11
	Grade 12	0.00	0	0.00	0	1.43	2	2.86	4	7.89	12	4.97	8
001022	<b>Richard Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	3.23	1
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	9.52	2	0.00	0

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

## Table 5: Student Dropouts

	<b>1991-92</b>		<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District</b>												
<b>Grade 7</b>	0.21	2	0.42	4	0.31	3	0.21	2	2.18	20	2.15	19
<b>Grade 8</b>	1.52	13	1.14	10	0.93	8	0.23	2	5.09	43	3.93	34
<b>Grade 9</b>	2.38	20	2.45	23	2.22	21	1.42	14	11.31	103	12.29	117
<b>Grade 10</b>	2.51	18	1.69	11	1.85	14	1.08	8	7.90	58	7.40	49
<b>Grade 11</b>	2.43	15	2.17	14	2.38	14	0.90	6	10.64	70	6.72	45
<b>Grade 12</b>	1.18	6	1.08	6	2.11	12	2.57	14	6.58	39	5.20	31
<b>Grades 9 - 12</b>	~	~	~	~	~	~	~	~	9.32	270	8.40	242
<b>State</b>												
<b>Grade 7</b>	1.72	1,051	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904
<b>Grade 8</b>	2.15	1,176	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232
<b>Grade 9</b>	5.57	3,390	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245
<b>Grade 10</b>	4.87	2,466	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626
<b>Grade 11</b>	4.43	1,865	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897
<b>Grade 12</b>	3.43	1,262	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605
<b>Grades 9 - 12</b>	~	~	~	~	~	~	~	~	11.75	24,908	11.53	24,373

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



## Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

### Data Presentation: *School Report Card*

The 1996-97 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

### Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.*

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## Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed on the following pages were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

## Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

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## Formulas Used to Calculate Percent of Students Suspended, Expelled

### School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

### District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001002</b>	<b>Branch Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.43	1
	Suspended (Out of School)	8.79	24	2.46	7	2.57	7	5.08	13	10.59	25	5.60	13
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.42	1	0.00	0
<b>001003</b>	<b>Central Rayne Kindergarten School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.95	2	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001004</b>	<b>Church Point Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.24	2
	Suspended (Out of School)	4.74	35	1.93	14	1.54	11	3.92	26	9.01	77	9.19	76
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.14	1	0.00	0	0.00	0	0.00	0	0.00	0	0.12	1
<b>001009</b>	<b>Crowley Kindergarten School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.92	3	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001010</b>	<b>North Crowley Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.49	22	3.43	21	1.82	11	7.44	41	16.77	80	9.14	48
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001011</b>	<b>Egan Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	4.18	10	3.23	7	3.36	8	1.57	4	4.56	12	3.38	9
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.42	1	0.00	0	0.42	1	0.00	0	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001012</b>	<b>Estherwood Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.36	6	2.90	7	5.45	12	3.69	8	7.37	16	6.55	15
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.18	3	0.00	0	0.00	0	0.46	1	0.00	0	0.00	0
<b>001013</b>	<b>Evangeline Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	4.05	10	1.94	5	3.04	7	10.96	25	8.56	19	5.41	10
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.40	1	0.00	0	0.00	0	0.44	1	0.00	0	0.00	0
<b>001014</b>	<b>Iota Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.23	1
	Suspended (Out of School)	0.00	0	0.23	1	0.23	1	0.22	1	0.43	2	0.91	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001016</b>	<b>Mermentau Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	1.49	3	3.83	8	4.83	10	1.96	4	6.57	13
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001018</b>	<b>Mire Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	18.32	85
	Suspended (Out of School)	1.76	9	1.48	8	1.73	9	3.30	18	5.68	26	7.11	33
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.18	1	0.22	1	0.22	1
<b>001019</b>	<b>Morse Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.54	4	2.39	6	0.00	0	1.66	4	4.91	11	10.34	24
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.41	1	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001020</b>	<b>Martin Petitjean Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.65	4	0.00	0	0.47	3	1.13	7	2.64	15	3.36	19
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001022</b>	<b>Richard Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	8.16	23	4.31	11	3.61	10	3.36	10	7.46	22	8.62	25
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001023</b>	<b>Ross Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.35	18	3.18	16	0.61	3	1.52	7	1.18	6	0.59	3
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001024</b>	<b>South Crowley Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.92	14	1.21	8	2.33	16	0.93	6	6.07	28	8.11	39
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>001025</b>	<b>South Rayne Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	18.67	76
	Suspended (Out of School)	11.08	46	3.34	13	6.46	23	6.34	23	9.09	37	11.30	46
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.51	2	0.00	0	0.00	0	0.00	0	0.49	2

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.71	165
	Suspended (Out of School)	~	~	~	~	2.19	132	3.36	203	6.03	378	6.20	377
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.02	1	0.07	4	0.03	2	0.07	4
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	16.84	1,899
	Suspended (Out of School)	7.51	844	6.91	786	7.23	816	9.73	1,093	13.07	1,500	13.23	1,492
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.40	45	0.35	40	0.52	59	0.73	82	0.67	77	0.70	79
<b>State<sup>1</sup> (Elementary Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.17	8,584
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	4.26	16,806
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.01	34
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.08	311
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001001</b>	<b>Armstrong Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	48.03	244
	Suspended (Out of School)	10.02	59	7.09	44	13.38	87	14.63	84	22.09	108	24.41	124
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.32	2	0.31	2	0.35	2	0.82	4	0.39	2
<b>001006</b>	<b>Church Point Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	54.37	230
	Suspended (Out of School)	11.03	63	4.68	25	6.60	39	5.89	32	9.57	40	11.82	50
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.53	3	1.12	6	0.51	3	0.18	1	0.48	2	0.24	1
<b>001008</b>	<b>Crowley Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	48.30	427
	Suspended (Out of School)	26.78	244	25.81	240	19.02	191	30.77	284	34.17	300	32.69	289
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.87	17	1.94	18	2.79	28	3.47	32	3.08	27	3.39	30

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Middle/Jr. High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	49.94	899
	Suspended (Out of School)	~	~	~	~	15.18	317	20.86	400	25.27	447	25.72	463
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	1.58	33	1.82	35	1.87	33	1.83	33
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	16.84	1,899
	Suspended (Out of School)	7.51	844	6.91	786	7.23	816	9.73	1,093	13.07	1,500	13.23	1,492
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.40	45	0.35	40	0.52	59	0.73	82	0.67	77	0.70	79
<b>State<sup>1</sup> (Middle/Jr. High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.03	14,670
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	16.40	23,990
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.16	234
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.87	1,269
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6c: Students Suspended and Expelled**  
*High Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001005</b>	<b>Church Point High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	37.13	251
	Suspended (Out of School)	4.91	26	5.02	28	10.08	61	15.42	103	13.45	92	15.38	104
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.19	1	0.00	0	0.17	1	1.35	9	0.88	6	0.59	4
<b>001007</b>	<b>Crowley High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	20.54	198
	Suspended (Out of School)	10.53	102	10.52	106	13.58	124	17.37	156	28.07	270	28.94	279
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.03	10	0.79	8	1.86	17	1.89	17	1.25	12	1.76	17
<b>001015</b>	<b>Iota High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	7.81	53
	Suspended (Out of School)	7.12	44	13.49	85	8.86	56	13.02	90	12.89	86	7.51	51
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.16	1	0.00	0	0.16	1	0.14	1	0.45	3	0.15	1
<b>001017</b>	<b>Midland High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.47	31	16.22	54	8.00	28	9.06	31	13.24	49	11.90	42
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.34	1	0.60	2	0.00	0	0.58	2	0.81	3	1.13	4
<b>001021</b>	<b>Rayne High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	42.34	340
	Suspended (Out of School)	7.87	50	11.30	75	13.35	98	14.19	110	22.34	185	22.67	182
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.94	6	0.30	2	0.82	6	1.81	14	2.17	18	1.99	16

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6c: Students Suspended and Expelled**  
*High Schools*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	24.36	842
	Suspended (Out of School)	~	~	~	~	11.63	367	14.98	490	19.48	679	19.04	658
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.79	25	1.31	43	1.20	42	1.22	42
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	16.84	1,899
	Suspended (Out of School)	7.51	844	6.91	786	7.23	816	9.73	1,093	13.07	1,500	13.23	1,492
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.40	45	0.35	40	0.52	59	0.73	82	0.67	77	0.70	79
<b>State<sup>1</sup> (High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.67	19,412
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	15.72	35,175
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.11	254
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.80	1,797
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# *Part 4. Student Achievement*

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## Criterion-referenced Test (CRT) Results

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Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

### Organization

Tables 7a - 7c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 7d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

### Data Presentation: *School Report Cards*

The *1996-97 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

### Definition

*Criterion-referenced tests (CRTs)*—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

### Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

**Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001002</b>	<b>Branch Elementary School</b>												
	Language Arts	100	23	100	20	100	25	100	21	94	31	100	17
	Mathematics	100	23	100	20	100	25	100	21	97	31	100	17
<b>001004</b>	<b>Church Point Elementary School</b>												
	Language Arts	91	143	97	118	91	117	89	114	92	122	85	123
	Mathematics	92	142	100	114	97	116	96	114	97	121	97	121
<b>001010</b>	<b>North Crowley Elementary School</b>												
	Language Arts	85	82	91	102	100	77	98	87	90	81	97	71
	Mathematics	89	82	98	101	99	77	98	86	94	81	99	69
<b>001011</b>	<b>Egan Elementary School</b>												
	Language Arts	100	15	100	18	100	20	94	31	100	25	100	22
	Mathematics	100	15	100	18	100	20	97	31	100	25	100	22
<b>001012</b>	<b>Estherwood Elementary School</b>												
	Language Arts	88	16	100	19	100	23	92	24	96	27	100	21
	Mathematics	94	16	100	19	100	23	100	24	100	27	100	21
<b>001013</b>	<b>Evangeline Elementary School</b>												
	Language Arts	96	26	96	23	100	16	100	18	100	12	100	20
	Mathematics	100	26	96	23	100	16	100	18	100	12	100	20
<b>001014</b>	<b>Iota Elementary School</b>												
	Language Arts	95	56	95	61	89	66	100	61	98	57	97	65
	Mathematics	93	56	97	61	97	66	100	61	98	57	97	65
<b>001016</b>	<b>Mermentau Elementary School</b>												
	Language Arts	91	22	100	13	100	15	95	21	94	18	96	24
	Mathematics	91	22	92	13	100	15	100	21	94	18	96	24
<b>001018</b>	<b>Mire Elementary School</b>												
	Language Arts	92	52	100	38	100	32	93	45	94	47	100	46
	Mathematics	100	52	100	37	100	32	93	45	100	47	100	46
<b>001019</b>	<b>Morse Elementary School</b>												
	Language Arts	88	24	100	23	100	23	96	24	100	19	92	24
	Mathematics	92	24	100	22	100	23	100	23	100	19	100	23
<b>001020</b>	<b>Martin Petitjean Elementary School</b>												
	Language Arts	96	135	94	151	97	153	97	147	96	166	91	152
	Mathematics	96	135	97	150	99	153	99	145	98	165	96	152

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001022</b>	<b>Richard Elementary School</b>												
	Language Arts	97	31	100	22	100	23	100	33	100	22	100	25
	Mathematics	97	30	100	22	96	23	100	33	100	22	100	25
<b>001023</b>	<b>Ross Elementary School</b>												
	Language Arts	91	91	100	81	97	74	96	69	97	77	90	89
	Mathematics	97	91	100	80	96	74	99	69	96	77	96	89
<b>001024</b>	<b>South Crowley Elementary School</b>												
	Language Arts	93	101	88	91	93	87	84	81	93	82	85	81
	Mathematics	95	99	93	88	92	86	86	79	90	81	96	81
<b>District</b>													
	Language Arts	92	817	95	780	96	751	94	776	95	786	92	780
	Mathematics	94	813	98	768	97	749	97	770	97	783	97	775
<b>State</b>													
	Language Arts	92	58,145	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926
	Mathematics	90	57,865	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001002</b>	<b>Branch Elementary School</b>												
	Language Arts	100	23	100	22	100	24	95	20	96	27	100	26
	Mathematics	91	23	100	22	100	24	90	20	100	27	100	26
<b>001004</b>	<b>Church Point Elementary School</b>												
	Language Arts	~	~	~	~	~	~	~	~	94	112	92	108
	Mathematics	~	~	~	~	~	~	~	~	96	112	92	108
<b>001006</b>	<b>Church Point Middle School</b>												
	Language Arts	90	111	88	94	90	131	96	103	~	~	~	~
	Mathematics	88	113	86	94	97	130	98	103	~	~	~	~
<b>001010</b>	<b>North Crowley Elementary School</b>												
	Language Arts	92	85	93	99	88	83	95	88	93	86	91	93
	Mathematics	92	85	94	99	89	83	99	88	97	86	94	93
<b>001011</b>	<b>Egan Elementary School</b>												
	Language Arts	100	22	100	19	100	15	100	21	100	25	100	31
	Mathematics	100	22	100	19	100	15	100	21	100	25	100	31
<b>001012</b>	<b>Estherwood Elementary School</b>												
	Language Arts	90	31	100	27	92	12	100	20	100	24	100	24
	Mathematics	94	31	100	27	100	11	100	20	100	23	100	23
<b>001013</b>	<b>Evangeline Elementary School</b>												
	Language Arts	94	17	95	19	100	26	100	21	100	19	100	21
	Mathematics	100	17	100	20	100	26	100	21	100	19	100	21
<b>001014</b>	<b>Iota Elementary School</b>												
	Language Arts	97	58	99	69	100	50	100	53	100	69	97	75
	Mathematics	98	58	99	69	100	50	100	53	100	69	96	75
<b>001016</b>	<b>Mermentau Elementary School</b>												
	Language Arts	94	17	100	16	91	22	95	20	100	14	100	23
	Mathematics	100	17	100	16	91	22	95	20	100	14	91	23
<b>001018</b>	<b>Mire Elementary School</b>												
	Language Arts	95	55	95	40	90	40	98	47	95	39	94	48
	Mathematics	91	55	100	39	100	40	100	47	98	40	98	48
<b>001019</b>	<b>Morse Elementary School</b>												
	Language Arts	88	24	90	31	86	21	100	27	96	26	77	31
	Mathematics	88	24	94	31	95	21	93	27	85	26	84	31

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001022</b>	<b>Richard Elementary School</b>												
	Language Arts	96	25	100	25	100	34	96	26	96	24	100	32
	Mathematics	96	25	100	25	100	34	100	26	100	24	100	32
<b>001023</b>	<b>Ross Elementary School</b>												
	Language Arts	82	77	95	75	83	80	93	59	90	83	94	70
	Mathematics	73	77	91	74	89	80	97	59	89	82	96	70
<b>001024</b>	<b>South Crowley Elementary School</b>												
	Language Arts	78	90	92	86	89	90	89	92	90	69	92	77
	Mathematics	72	90	95	86	82	92	92	91	94	69	91	77
<b>001025</b>	<b>South Rayne Elementary School</b>												
	Language Arts	85	169	89	143	93	136	87	135	88	170	93	173
	Mathematics	80	168	96	143	97	136	97	135	95	170	98	173
<b>District</b>													
	Language Arts	89	804	93	765	91	764	94	732	93	787	94	832
	Mathematics	86	805	95	764	94	764	97	731	96	786	95	831
<b>State</b>													
	Language Arts	90	56,194	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617
	Mathematics	90	56,114	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7**  
*Percent of Students Passing and Number of Students Tested*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001001</b>	<b>Armstrong Middle School</b>												
	Language Arts	84	153	84	164	83	159	81	132	88	145	95	131
	Mathematics	94	154	87	163	75	157	81	133	86	144	86	130
<b>001002</b>	<b>Branch Elementary School</b>												
	Language Arts	100	28	96	25	100	23	96	23	96	28	100	24
	Mathematics	100	28	100	25	100	23	96	23	96	28	100	24
<b>001006</b>	<b>Church Point Middle School</b>												
	Language Arts	90	125	84	97	85	81	94	95	97	119	97	104
	Mathematics	91	125	73	95	74	80	90	94	97	118	95	104
<b>001008</b>	<b>Crowley Middle School</b>												
	Language Arts	80	226	76	251	75	240	82	222	78	255	86	259
	Mathematics	69	228	61	246	58	242	47	222	68	255	83	258
<b>001011</b>	<b>Egan Elementary School</b>												
	Language Arts	94	18	95	19	100	21	100	25	100	20	97	29
	Mathematics	83	18	100	19	100	21	88	25	100	20	100	29
<b>001012</b>	<b>Estherwood Elementary School</b>												
	Language Arts	100	18	100	27	97	30	100	26	89	19	100	25
	Mathematics	100	18	96	28	100	30	100	26	79	19	100	25
<b>001013</b>	<b>Evangeline Elementary School</b>												
	Language Arts	96	25	100	18	100	17	100	14	100	23	100	23
	Mathematics	100	25	100	18	100	17	100	13	100	23	100	23
<b>001015</b>	<b>Iota High School</b>												
	Language Arts	95	59	100	49	100	53	100	58	99	82	96	68
	Mathematics	91	58	100	48	92	53	100	57	98	82	97	68
<b>001016</b>	<b>Mermentau Elementary School</b>												
	Language Arts	94	17	94	18	100	16	95	19	94	16	94	18
	Mathematics	94	17	100	18	100	16	89	19	94	16	94	18
<b>001018</b>	<b>Mire Elementary School</b>												
	Language Arts	98	40	94	47	94	47	91	35	100	50	96	53
	Mathematics	97	39	100	47	96	47	94	35	100	50	100	52
<b>001019</b>	<b>Morse Elementary School</b>												
	Language Arts	97	30	100	28	90	21	100	30	100	22	100	29
	Mathematics	83	30	100	27	95	21	100	30	100	22	97	29

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7**  
*Percent of Students Passing and Number of Students Tested*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001022</b>	<b>Richard Elementary School</b>												
	Language Arts	95	20	95	21	100	24	100	22	100	34	100	26
	Mathematics	70	20	100	21	100	24	100	22	100	33	100	26
<b>District</b>													
	Language Arts	88	759	86	764	86	732	89	701	90	813	93	789
	Mathematics	85	760	81	755	77	731	77	699	86	810	91	786
<b>State</b>													
	Language Arts	87	54,702	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041
	Mathematics	83	54,440	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 7d: Graduate Exit Examination (GEE) Results**  
*Percent of Students Passing and Number of Students Tested*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001005</b>	<b>Church Point High School</b>												
	Language Arts	98	130	97	108	91	123	97	133	90	136	87	125
	Mathematics	92	130	90	109	76	123	84	132	65	132	67	126
	Written Composition	86	127	91	108	88	112	98	125	94	136	92	123
	Science	93	102	95	111	96	99	82	109	83	132	72	109
	Social Studies	97	102	94	111	95	100	89	106	88	130	80	114
<b>001007</b>	<b>Crowley High School</b>												
	Language Arts	89	209	85	197	82	207	88	171	87	193	76	176
	Mathematics	79	209	75	197	70	209	78	170	59	190	55	178
	Written Composition	81	207	86	180	83	205	98	167	92	192	85	174
	Science	86	166	82	175	80	155	81	172	80	139	75	174
	Social Studies	89	165	82	176	85	147	82	174	89	141	77	174
<b>001015</b>	<b>Iota High School</b>												
	Language Arts	93	89	96	85	99	75	92	89	96	99	94	80
	Mathematics	86	87	93	85	84	77	92	86	83	98	88	80
	Written Composition	89	88	94	85	97	74	99	86	94	99	95	78
	Science	99	86	95	83	97	89	92	77	94	83	95	96
	Social Studies	92	86	96	83	94	89	94	77	100	83	92	96
<b>001017</b>	<b>Midland High School</b>												
	Language Arts	95	44	86	42	90	52	95	55	97	67	87	54
	Mathematics	87	45	80	41	76	51	84	55	88	66	87	55
	Written Composition	91	43	88	40	94	48	100	54	94	65	94	53
	Science	92	39	78	40	89	37	77	48	91	53	85	66
	Social Studies	92	39	84	38	92	37	85	48	94	54	86	63
<b>001021</b>	<b>Rayne High School</b>												
	Language Arts	89	147	95	113	87	137	83	157	77	163	77	176
	Mathematics	77	148	78	113	74	137	80	156	67	159	56	179
	Written Composition	85	142	95	113	92	134	97	152	93	148	90	163
	Science	87	130	82	124	84	107	89	116	71	143	74	151
	Social Studies	90	130	94	124	91	104	89	117	87	140	81	150

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 7d: Graduate Exit Examination (GEE) Results**  
*Percent of Students Passing and Number of Students Tested*

	<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District</b>												
Language Arts	92	619	91	545	88	594	90	605	88	658	82	611
Mathematics	83	619	82	545	75	597	82	599	69	645	65	618
Written Composition	85	607	90	526	89	573	98	584	93	640	90	591
Science	90	523	86	533	88	487	84	522	81	550	78	596
Social Studies	92	522	90	532	91	477	87	522	91	548	82	597
<b>State</b>												
Language Arts	90	40,524	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342
Mathematics	82	40,403	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307
Written Composition	84	39,266	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983
Science	87	35,387	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423
Social Studies	89	35,442	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



## Norm-referenced Test (NRT) Results

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The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the California Achievement Test (CAT), Form F; however, CAT/5 was adopted beginning with the 1992-93 school year with final administration having occurred in the spring of 1997.

Louisiana's NRT measures student performance in eight subject areas: reading, language, mathematics, word analysis, spelling, study skills, science, and social studies. A composite score (total battery) combining the individual subject area scores for reading, language, and mathematics is also computed for each student. The NRT data tables in the *School Report Cards* and *District Composite Reports* are based upon the total battery score.

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring modification to the standardization administration procedures. This reflects the same reporting format used by the LEAP.

### Organization

Tables 8a-8c present 1996-97 NRT results for Grades 4, 6, and 8, respectively. Test results are presented for all schools in the district receiving a *Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quarter 4*—the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quarter 4 would read 32 percent.
- *Quarter 3*—the percent of students who scored between the 51st and the 75th national percentiles.
- *Quarter 2*—the percent of students who scored between the 26th and the 50th national percentile.
- *Quarter 1*—the percent of students who scored below the 26th national percentile.
- *Median National Percentile Rank*—"the point in a distribution of scores (ranked from the highest to lowest) at which half of the scores will fall above and half below." (Galfo, 1975, p. 114)

### Data Presentation: *School Report Card*

The 1996-97 *School Report Cards* present median national percentile ranks at the school, district, state, and national levels.

### Definition

*Norm-referenced tests (NRTs)* —tests that produce a score that tells how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

### Data Source

The NRT indicator is based on student-level data tape were provided to the Louisiana Department of Education by CTB/McMillan/McGraw-Hill, test contractor for the CAT/5.

### References

- Galfo, A. J. (1975). *Interpreting Educational Research*. Dubuque, Iowa: W. M. C. Brown Company Publishers.

**Table 8a: Norm-referenced Test (NRT) Results - Grade 4**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>001002</b>	<b>Branch Elementary School</b>						
	Fourth Quarter	~	47.4	36.8	31.8	38.1	34.6
	Third Quarter	~	42.1	47.4	27.3	42.9	26.9
	Second Quarter	~	10.5	15.8	40.9	19.0	34.6
	First Quarter	~	0.0	0.0	0.0	0.0	3.8
	<b>Median Percentile Rank</b>	~	72.0	73.3	57.0	63.0	70.7
<b>001004</b>	<b>Church Point Elementary School</b>						
	Fourth Quarter	~	18.0	10.8	17.1	13.0	16.5
	Third Quarter	~	28.1	25.2	35.2	24.1	30.9
	Second Quarter	~	26.6	30.6	29.5	31.5	28.9
	First Quarter	~	27.3	33.3	18.1	31.5	23.7
	<b>Median Percentile Rank</b>	~	47.8	39.6	52.2	42.3	48.0
<b>001010</b>	<b>North Crowley Elementary School</b>						
	Fourth Quarter	~	21.3	19.6	31.9	19.2	7.7
	Third Quarter	~	26.3	37.0	30.6	32.9	32.3
	Second Quarter	~	25.0	23.9	27.8	34.2	35.4
	First Quarter	~	27.5	19.6	9.7	13.7	24.6
	<b>Median Percentile Rank</b>	~	47.5	54.5	58.3	54.0	41.7
<b>001011</b>	<b>Egan Elementary School</b>						
	Fourth Quarter	~	57.1	35.0	45.8	37.0	44.4
	Third Quarter	~	21.4	45.0	20.8	37.0	25.9
	Second Quarter	~	21.4	20.0	33.3	18.5	25.9
	First Quarter	~	0.0	0.0	0.0	7.4	3.7
	<b>Median Percentile Rank</b>	~	82.0	67.5	74.5	68.0	69.0
<b>001012</b>	<b>Estherwood Elementary School</b>						
	Fourth Quarter	~	50.0	15.8	47.4	52.9	42.9
	Third Quarter	~	41.7	36.8	26.3	35.3	9.5
	Second Quarter	~	0.0	42.1	26.3	11.8	38.1
	First Quarter	~	8.3	5.3	0.0	0.0	9.5
	<b>Median Percentile Rank</b>	~	76.5	56.0	67.3	79.0	59.0

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8a: Norm-referenced Test (NRT) Results - Grade 4**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>001013</b>	<b>Evangeline Elementary School</b>						
	Fourth Quarter	~	4.0	30.0	33.3	9.1	38.5
	Third Quarter	~	32.0	40.0	27.8	22.7	46.2
	Second Quarter	~	48.0	15.0	27.8	45.5	15.4
	First Quarter	~	16.0	15.0	11.1	22.7	0.0
	<b>Median Percentile Rank</b>	~	41.0	59.7	62.5	40.0	68.0
<b>001014</b>	<b>Iota Elementary School</b>						
	Fourth Quarter	~	59.2	36.4	37.9	57.6	64.8
	Third Quarter	~	28.6	43.6	28.8	25.8	20.4
	Second Quarter	~	10.2	20.0	24.2	13.6	13.0
	First Quarter	~	2.0	0.0	9.1	3.0	1.9
	<b>Median Percentile Rank</b>	~	81.3	68.0	68.3	82.0	86.4
<b>001016</b>	<b>Mermentau Elementary School</b>						
	Fourth Quarter	~	10.5	41.7	35.7	39.1	31.3
	Third Quarter	~	15.8	16.7	50.0	26.1	37.5
	Second Quarter	~	31.6	33.3	14.3	26.1	31.3
	First Quarter	~	42.1	8.3	0.0	8.7	0.0
	<b>Median Percentile Rank</b>	~	34.0	69.0	62.0	69.0	56.5
<b>001018</b>	<b>Mire Elementary School</b>						
	Fourth Quarter	~	43.6	41.0	31.4	47.4	44.4
	Third Quarter	~	23.1	17.9	25.7	23.7	16.7
	Second Quarter	~	28.2	33.3	28.6	21.1	22.2
	First Quarter	~	5.1	7.7	14.3	7.9	16.7
	<b>Median Percentile Rank</b>	~	72.0	60.0	55.0	72.0	69.0
<b>001019</b>	<b>Morse Elementary School</b>						
	Fourth Quarter	~	8.0	32.1	59.1	22.7	52.4
	Third Quarter	~	40.0	39.3	36.4	36.4	28.6
	Second Quarter	~	24.0	17.9	0.0	27.3	14.3
	First Quarter	~	28.0	10.7	4.5	13.6	4.8
	<b>Median Percentile Rank</b>	~	49.0	62.0	82.0	51.7	80.0

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8a: Norm-referenced Test (NRT) Results - Grade 4**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>001022</b>	<b>Richard Elementary School</b>						
	Fourth Quarter	~	60.0	59.1	14.3	44.1	40.0
	Third Quarter	~	28.0	22.7	52.4	38.2	50.0
	Second Quarter	~	12.0	18.2	33.3	17.6	10.0
	First Quarter	~	0.0	0.0	0.0	0.0	0.0
	<b>Median Percentile Rank</b>	~	82.0	79.8	55.0	73.5	73.3
<b>001023</b>	<b>Ross Elementary School</b>						
	Fourth Quarter	~	19.0	15.6	16.9	11.6	15.6
	Third Quarter	~	21.4	20.3	23.9	36.2	28.1
	Second Quarter	~	33.3	31.3	39.4	33.3	45.3
	First Quarter	~	26.2	32.8	19.7	18.8	10.9
	<b>Median Percentile Rank</b>	~	42.3	40.3	42.7	49.0	47.3
<b>001024</b>	<b>South Crowley Elementary School</b>						
	Fourth Quarter	~	7.6	14.3	17.6	8.7	19.2
	Third Quarter	~	22.8	20.4	19.1	30.4	19.2
	Second Quarter	~	30.4	25.5	38.2	31.9	39.7
	First Quarter	~	39.1	39.8	25.0	29.0	21.9
	<b>Median Percentile Rank</b>	~	33.0	38.0	41.8	44.0	43.7
<b>001025</b>	<b>South Rayne Elementary School</b>						
	Fourth Quarter	~	10.3	14.7	12.1	16.4	22.0
	Third Quarter	~	30.2	20.6	22.8	30.1	25.0
	Second Quarter	~	36.2	30.1	28.2	30.1	31.8
	First Quarter	~	23.3	34.6	36.9	23.3	21.2
	<b>Median Percentile Rank</b>	~	42.6	39.6	33.4	48.0	48.4

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8a: Norm-referenced Test (NRT) Results - Grade 4**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>District</b>							
	Fourth Quarter	~	22.5	21.8	24.5	24.5	27.7
	Third Quarter	~	27.2	27.9	28.0	30.3	26.6
	Second Quarter	~	27.5	26.8	29.6	27.8	30.4
	First Quarter	~	22.8	23.5	17.8	17.4	15.3
	<b>Median Percentile Rank</b>	~	49.9	49.8	52.2	53.9	53.1
<b>State</b>							
	Fourth Quarter	~	26.2	27.3	28.1	28.7	29.2
	Third Quarter	~	25.0	24.9	25.1	25.3	25.6
	Second Quarter	~	26.2	25.4	25.1	24.6	24.6
	First Quarter	~	22.7	22.4	21.7	21.4	20.6
	<b>Median Percentile Rank</b>	~	51.4	52.4	53.2	53.9	54.5
<b>Nation</b>							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	<b>Median Percentile Rank</b>	~	50.0	50.0	50.0	50.0	50.0

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Norm-referenced Test (NRT) Results - Grade 6**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>001001</b>	<b>Armstrong Middle School</b>						
	Fourth Quarter	~	5.3	6.4	13.7	16.1	19.7
	Third Quarter	~	14.6	23.4	19.4	29.7	28.0
	Second Quarter	~	36.4	41.8	41.1	31.4	37.1
	First Quarter	~	43.7	28.4	25.8	22.9	15.2
	<b>Median Percentile Rank</b>	~	29.8	39.3	40.0	44.7	48.6
<b>001002</b>	<b>Branch Elementary School</b>						
	Fourth Quarter	~	23.8	31.8	25.0	9.5	20.0
	Third Quarter	~	28.6	31.8	14.3	23.8	25.0
	Second Quarter	~	42.9	22.7	53.6	52.4	40.0
	First Quarter	~	4.8	13.6	7.1	14.3	15.0
	<b>Median Percentile Rank</b>	~	58.0	60.0	48.6	41.0	48.3
<b>001006</b>	<b>Church Point Middle School</b>						
	Fourth Quarter	~	3.3	3.2	11.4	13.3	13.0
	Third Quarter	~	14.4	16.0	22.0	16.2	20.0
	Second Quarter	~	28.9	39.4	42.3	47.6	41.0
	First Quarter	~	53.3	41.5	24.4	22.9	26.0
	<b>Median Percentile Rank</b>	~	24.6	29.6	40.3	38.5	40.8
<b>001008</b>	<b>Crowley Middle School</b>						
	Fourth Quarter	~	5.2	5.7	8.7	11.6	14.1
	Third Quarter	~	13.7	15.8	16.5	17.4	21.8
	Second Quarter	~	25.8	37.3	39.8	29.5	37.9
	First Quarter	~	55.2	41.1	35.1	41.5	26.2
	<b>Median Percentile Rank</b>	~	23.5	29.7	33.1	33.4	39.8
<b>001011</b>	<b>Egan Elementary School</b>						
	Fourth Quarter	~	19.0	14.8	38.5	9.1	25.9
	Third Quarter	~	28.6	29.6	53.8	36.4	40.7
	Second Quarter	~	38.1	48.1	7.7	45.5	33.3
	First Quarter	~	14.3	7.4	0.0	9.1	0.0
	<b>Median Percentile Rank</b>	~	50.0	49.0	67.0	49.8	61.3

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Norm-referenced Test (NRT) Results - Grade 6**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>001012</b>	<b>Estherwood Elementary School</b>						
	Fourth Quarter	~	17.9	30.8	56.3	45.0	50.0
	Third Quarter	~	42.9	53.8	37.5	40.0	50.0
	Second Quarter	~	32.1	11.5	6.3	5.0	0.0
	First Quarter	~	7.1	3.8	0.0	10.0	0.0
	<b>Median Percentile Rank</b>	~	54.5	68.7	84.0	75.0	75.5
<b>001013</b>	<b>Evangeline Elementary School</b>						
	Fourth Quarter	~	28.6	37.5	7.4	7.7	40.0
	Third Quarter	~	42.9	25.0	40.7	3.8	40.0
	Second Quarter	~	28.6	18.8	33.3	19.2	13.3
	First Quarter	~	0.0	18.8	18.5	69.2	6.7
	<b>Median Percentile Rank</b>	~	63.0	67.0	42.0	15.0	69.0
<b>001015</b>	<b>Iota High School</b>						
	Fourth Quarter	~	29.8	14.9	32.3	24.6	37.8
	Third Quarter	~	36.8	32.8	29.0	27.9	35.6
	Second Quarter	~	22.8	37.3	19.4	36.1	22.2
	First Quarter	~	10.5	14.9	19.4	11.5	4.4
	<b>Median Percentile Rank</b>	~	65.0	48.7	63.0	52.0	69.7
<b>001016</b>	<b>Mermentau Elementary School</b>						
	Fourth Quarter	~	12.5	13.6	25.0	11.8	37.5
	Third Quarter	~	43.8	45.5	43.8	47.1	31.3
	Second Quarter	~	25.0	36.4	31.3	29.4	31.3
	First Quarter	~	18.8	4.5	0.0	11.8	0.0
	<b>Median Percentile Rank</b>	~	54.0	51.7	70.5	55.3	58.5
<b>001018</b>	<b>Mire Elementary School</b>						
	Fourth Quarter	~	16.0	25.0	20.0	29.5	14.0
	Third Quarter	~	22.0	5.6	32.0	15.9	18.6
	Second Quarter	~	44.0	47.2	26.0	29.5	39.5
	First Quarter	~	18.0	22.2	22.0	25.0	27.9
	<b>Median Percentile Rank</b>	~	45.0	40.3	53.5	47.3	37.7

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Norm-referenced Test (NRT) Results - Grade 6**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>001019</b>	<b>Morse Elementary School</b>						
	Fourth Quarter	~	4.5	30.0	50.0	22.2	30.4
	Third Quarter	~	18.2	53.3	36.4	33.3	56.5
	Second Quarter	~	36.4	16.7	13.6	33.3	8.7
	First Quarter	~	40.9	0.0	0.0	11.1	4.3
	<b>Median Percentile Rank</b>	~	29.5	68.3	75.5	51.7	68.0
<b>001022</b>	<b>Richard Elementary School</b>						
	Fourth Quarter	~	27.8	14.3	34.3	23.8	7.1
	Third Quarter	~	33.3	35.7	34.3	23.8	28.6
	Second Quarter	~	38.9	28.6	17.1	42.9	57.1
	First Quarter	~	0.0	21.4	14.3	9.5	7.1
	<b>Median Percentile Rank</b>	~	64.0	50.5	61.0	49.0	41.8
<b>District</b>							
	Fourth Quarter	~	10.4	11.7	17.5	16.3	19.6
	Third Quarter	~	20.3	24.2	23.8	22.5	27.2
	Second Quarter	~	31.1	36.4	34.8	33.7	35.2
	First Quarter	~	38.2	27.7	23.8	27.5	18.0
	<b>Median Percentile Rank</b>	~	34.4	40.4	44.6	41.4	48.3
<b>State</b>							
	Fourth Quarter	~	18.4	19.1	19.9	20.3	20.8
	Third Quarter	~	23.0	23.6	24.0	23.9	24.6
	Second Quarter	~	31.2	30.3	29.4	29.6	29.3
	First Quarter	~	27.5	27.0	26.7	26.1	25.3
	<b>Median Percentile Rank</b>	~	43.3	44.7	45.4	45.8	46.7
<b>Nation</b>							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	<b>Median Percentile Rank</b>	~	50.0	50.0	50.0	50.0	50.0

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8c: Norm-referenced Test (NRT) Results - Grade 8**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		1991-92	1992-93 <sup>1</sup>	1993-94	1994-95 <sup>2</sup>	1995-96 <sup>3</sup>	1996-97
001001	<b>Armstrong Middle School</b>						
	Fourth Quarter	~	~	~	~	~	17.7
	Third Quarter	~	~	~	~	~	37.5
	Second Quarter	~	~	~	~	~	31.3
	First Quarter	~	~	~	~	~	13.5
	<b>Median Percentile Rank</b>	~	~	~	~	~	53.0
001002	<b>Branch Elementary School</b>						
	Fourth Quarter	~	~	~	~	~	22.2
	Third Quarter	~	~	~	~	~	29.6
	Second Quarter	~	~	~	~	~	29.6
	First Quarter	~	~	~	~	~	18.5
	<b>Median Percentile Rank</b>	~	~	~	~	~	51.0
001005	<b>Church Point High School</b>						
	Fourth Quarter	~	~	~	~	~	0.0
	Third Quarter	~	~	~	~	~	0.0
	Second Quarter	~	~	~	~	~	36.4
	First Quarter	~	~	~	~	~	63.6
	<b>Median Percentile Rank</b>	~	~	~	~	~	12.0
001006	<b>Church Point Middle School</b>						
	Fourth Quarter	~	~	~	~	~	13.3
	Third Quarter	~	~	~	~	~	25.0
	Second Quarter	~	~	~	~	~	36.7
	First Quarter	~	~	~	~	~	25.0
	<b>Median Percentile Rank</b>	~	~	~	~	~	42.6
001008	<b>Crowley Middle School</b>						
	Fourth Quarter	~	~	~	~	~	8.9
	Third Quarter	~	~	~	~	~	21.9
	Second Quarter	~	~	~	~	~	39.6
	First Quarter	~	~	~	~	~	29.7
	<b>Median Percentile Rank</b>	~	~	~	~	~	39.0

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8c: Norm-referenced Test (NRT) Results - Grade 8**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>001011</b>	<b>Egan Elementary School</b>						
	Fourth Quarter	~	~	~	~	~	47.1
	Third Quarter	~	~	~	~	~	23.5
	Second Quarter	~	~	~	~	~	23.5
	First Quarter	~	~	~	~	~	5.9
	<b>Median Percentile Rank</b>	~	~	~	~	~	71.0
<b>001013</b>	<b>Evangeline Elementary School</b>						
	Fourth Quarter	~	~	~	~	~	14.3
	Third Quarter	~	~	~	~	~	42.9
	Second Quarter	~	~	~	~	~	33.3
	First Quarter	~	~	~	~	~	9.5
	<b>Median Percentile Rank</b>	~	~	~	~	~	54.0
<b>001015</b>	<b>Iota High School</b>						
	Fourth Quarter	~	~	~	~	~	45.2
	Third Quarter	~	~	~	~	~	35.5
	Second Quarter	~	~	~	~	~	14.5
	First Quarter	~	~	~	~	~	4.8
	<b>Median Percentile Rank</b>	~	~	~	~	~	73.7
<b>001017</b>	<b>Midland High School</b>						
	Fourth Quarter	~	~	~	~	~	20.0
	Third Quarter	~	~	~	~	~	32.5
	Second Quarter	~	~	~	~	~	40.0
	First Quarter	~	~	~	~	~	7.5
	<b>Median Percentile Rank</b>	~	~	~	~	~	51.0
<b>001018</b>	<b>Mire Elementary School</b>						
	Fourth Quarter	~	~	~	~	~	26.3
	Third Quarter	~	~	~	~	~	21.1
	Second Quarter	~	~	~	~	~	28.9
	First Quarter	~	~	~	~	~	23.7
	<b>Median Percentile Rank</b>	~	~	~	~	~	45.5

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8c: Norm-referenced Test (NRT) Results - Grade 8**  
*Percent of Students by National Quarters, Median Percentile Rank - CAT/5*

		<b>1991-92</b>	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95<sup>2</sup></b>	<b>1995-96<sup>3</sup></b>	<b>1996-97</b>
<b>001021</b>	<b>Rayne High School</b>						
	Fourth Quarter	~	~	~	~	~	0.0
	Third Quarter	~	~	~	~	~	0.0
	Second Quarter	~	~	~	~	~	28.6
	First Quarter	~	~	~	~	~	71.4
	<b>Median Percentile Rank</b>	~	~	~	~	~	~
<b>001022</b>	<b>Richard Elementary School</b>						
	Fourth Quarter	~	~	~	~	~	26.9
	Third Quarter	~	~	~	~	~	38.5
	Second Quarter	~	~	~	~	~	26.9
	First Quarter	~	~	~	~	~	7.7
	<b>Median Percentile Rank</b>	~	~	~	~	~	57.0
<b>District</b>							
	Fourth Quarter	~	~	~	~	~	18.2
	Third Quarter	~	~	~	~	~	27.7
	Second Quarter	~	~	~	~	~	33.2
	First Quarter	~	~	~	~	~	20.9
	<b>Median Percentile Rank</b>	~	~	~	~	~	47.7
<b>State</b>							
	Fourth Quarter	~	~	~	~	~	24.2
	Third Quarter	~	~	~	~	~	26.4
	Second Quarter	~	~	~	~	~	28.5
	First Quarter	~	~	~	~	~	20.8
	<b>Median Percentile Rank</b>	~	~	~	~	~	51.0
<b>Nation</b>							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	<b>Median Percentile Rank</b>	~	50.0	50.0	50.0	50.0	50.0

<sup>1</sup> In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

<sup>2</sup> The state 1994-95 NRT average for grade 4 does not include Allen Parish.

<sup>3</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



# *Part 5. College Readiness*

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American College Test (ACT) Results .....	5-1
First-Time Freshman Performance.....	5-3

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# American College Test (ACT) Results

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Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

## Organization

Table 9, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

## Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1996-97 School Report Cards* of those schools that have a twelfth grade. The *Report Cards* present 1996-97 average ACT composite scores at the school, district, state, and national levels.

## Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

## Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

## References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

*LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).*

**Table 9: American College Test (ACT) Results**  
*Average Composite Scores*

	<b>1991-92</b>	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>
001005 Church Point High School	19.2	18.4	20.1	19.3	18.9	19.0
001007 Crowley High School	19.4	18.9	18.5	18.6	18.2	18.3
001015 Iota High School	19.8	19.5	19.4	20.5	18.6	20.0
001017 Midland High School	20.8	19.9	18.7	19.4	19.0	19.8
001021 Rayne High School	19.3	18.2	17.2	18.5	17.9	17.8
<b>District (Public)</b>	19.5	18.8	18.7	19.1	18.4	18.8
<b>State (Public and Nonpublic)</b>	19.4	19.5	19.4	19.4	19.4	19.4
<b>Nation (Public and Nonpublic)</b>	20.6	20.7	20.8	20.8	20.9	21.0

~ = Unavailable Data

## First-Time Freshman Performance

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The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

### Organization

Table 10, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

### Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1996-97 *School Report Cards* of schools that have a twelfth grade.

*Note: The first-time college freshmen data reported on 1996-97 School Report Cards represent information on 1995-96 high school graduates.*

### Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

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### Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
  - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

### **Method of Calculation**

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

### **Data Sources**

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

**Table 10**  
*First-time College Freshmen Performance*

		<b>1991-92</b>		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>001005 Church Point High School</b>													
	Number of High School Graduates <sup>1</sup>		~		108		109		114		91		116
	HS Graduates Who Were First-time College Freshmen	~	~	26.85	29	40.37	44	39.47	45	43.96	40	34.48	40
	First-time Freshmen Enrolled in College Remedial Courses	~	~	44.83	13	70.45	31	55.56	25	70.00	28	50.00	20
<b>001007 Crowley High School</b>													
	Number of High School Graduates <sup>1</sup>		~		132		133		167		145		131
	HS Graduates Who Were First-time College Freshmen	~	~	46.21	61	57.14	76	41.92	70	43.45	63	38.93	51
	First-time Freshmen Enrolled in College Remedial Courses	~	~	50.82	31	65.79	50	47.14	33	68.25	43	54.90	28
<b>001015 Iota High School</b>													
	Number of High School Graduates <sup>1</sup>		~		78		84		80		87		83
	HS Graduates Who Were First-time College Freshmen	~	~	52.56	41	46.43	39	38.75	31	35.63	31	42.17	35
	First-time Freshmen Enrolled in College Remedial Courses	~	~	31.71	13	48.72	19	51.61	16	35.48	11	51.43	18
<b>001017 Midland High School</b>													
	Number of High School Graduates <sup>1</sup>		~		26		36		39		33		48
	HS Graduates Who Were First-time College Freshmen	~	~	34.62	9	33.33	12	20.51	8	48.48	16	27.08	13
	First-time Freshmen Enrolled in College Remedial Courses	~	~	33.33	3	50.00	6	50.00	4	50.00	8	38.46	5
<b>001021 Rayne High School</b>													
	Number of High School Graduates <sup>1</sup>		~		123		130		119		105		141
	HS Graduates Who Were First-time College Freshmen	~	~	29.27	36	31.54	41	28.57	34	36.19	38	23.40	33
	First-time Freshmen Enrolled in College Remedial Courses	~	~	47.22	17	51.22	21	61.76	21	50.00	19	78.79	26
<b>District (Public)</b>													
	Number of High School Graduates <sup>1</sup>		~		467		492		519		461		519
	HS Graduates Who Were First-time College Freshmen	~	~	37.69	176	43.09	212	36.22	188	40.78	188	33.14	172
	First-time Freshmen Enrolled in College Remedial Courses	~	~	43.75	77	59.91	127	52.66	99	57.98	109	56.39	97
<b>State (Public)</b>													
	Number of High School Graduates <sup>1</sup>		~		33,593		33,772		34,937		36,275		36,407
	HS Graduates Who Were First-time College Freshmen	~	~	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697
	First-time Freshmen Enrolled in College Remedial Courses	~	~	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839

<sup>1</sup> Represents graduates from the previous school year.

~ = Unavailable data



*aggregate days attendance*—the sum of the total number of days that students are *present* at the school site over the course of the school year.

*aggregate days membership*—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

*class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

*combination school category*—any school whose grade structure falls within the range PK-12 and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

*criterion-referenced test (CRT)*—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

*cumulative enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

*day of attendance*—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

*dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

*elementary school category*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.

*faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

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*first-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

*graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

*high school category*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.

*in-school expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

*in-school suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

*median national percentile rank*—for the school, district, or state is determined by ordering all scores from high to low and selecting the middle rank. This shows the percentage of the national norm group that scored below the middle score.

*middle/junior high category*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8 and excludes grades, PK-3 and 10-12.

*norm-referenced test (NRT)*—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

*October 1 membership*—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

*out-of-school expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

*out-of-school suspension*—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

*remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.